****

**EDC 423**

### Informational Text Plan

**Marisa Haggstrom**

**Part 1: Text Analysis**

|  |  |
| --- | --- |
| Resources | Challenges |
| Pg. 12 1st two sentences “It seems like a strong hunter” Great imagery, sets the scene for a “mental picture”.  Pg. 12 1st column “The cheetah’s legs aren’t good…it runs out of breath”: discusses all the potential problems with a cheetah (for example it doesn't have night vision) which creates the question “how do they survive?”- sets purpose.  Pg. 12-13 bottom picture: wonderful close up to further show the adaption of the black under eye markings that the cheetah has.  Pg. 16 “Moment of Truth” heading: emphasizes the importance and precision needed for a cheetah to successfully catch its prey, brings home the idea of the cheetah’s downfalls and adaptions and how they work together.  Pg. 16 Last two paragraphs “Adaptations make the cheetah… legs give it lightning speed”: Great conclusion to the article, summarizes all of the cheetah’s important adaptions that aid in survival.  Pg. 16-17 Bottom picture: Helpful visual to tie in everything the article wrote about, highlighting the important facts.  In general:  -Transitions are fluid, and guide the reader on a double level: the first being the adaptions of a cheetah and the second being the “story” of a cheetah chasing a gazelle and how these two tie in together.  -The genre is interesting and words like “awesome” (pg. 16 last sentence) are appealing to a younger audience. | Pg. 17 “Word Wise” text box: These vocabulary words would have been more beneficial had they been given at the beginning of the article so the reader would have an idea going in what these words meant.  Pg. 14 2nd paragraph under “In the Right Direction”, the word “rudder”: Vocabulary word may be confusing and is not defined at the end of the article.  Pg. 16 1st paragraph “The cheetah in the grass…it creeps closer”: May be confusing to the reader because the cheetah was already running towards its prey and now suddenly is sneaking up in the grass, events seem reversed (wouldn't the cheetah be out of breath from the last run?).  The title “See How Cheetah’s Survive in the Wild”: article seems to focus more on adaptions and characteristics of a cheetah and less of how these help it survive (besides the sole purpose of getting food). It would have been interesting to also read about how the cheetah finds shelter, water, and survives the hot grasslands in Africa rather than just referring to survival as the ability to hunt for food.  In general:  Background information on adaptations might have added to the understanding and comprehension, for example, if the article talked about how adaptions were made overtime for certain reasons and not just the idea that they were always there. |

**Part 2: Learning Goals**

Main Idea(s):

1. Cheetahs have certain characteristics that help them survive in the wild

2. The ability to get food is a very important key to survival

3. Animals have to fight for what they want, it doesn't always come easy

Big Idea(s)

1. Strengths can outweigh weaknesses

2. Adaptions are vital to survival

Learning Goals:

1. What adaptions do cheetahs have that help them survive?

Need to know:

* What “adaptions” are
* That food is essential to survival
* What a cheetah does to get food
* What part of that process is helped by “adaptions”

1. What is working against the cheetah in the wild, and is that enough to set them back?

Need to know:

* Everything that cheetahs don't have (night vision, sharp claws, etc)
  + Why those would be helpful to survival
* The cheetahs adaptions and why they aid in survival
* Whether or not cheetahs can be successful in catching prey with the set backs

1. To be able to describe the process of how a cheetah catches its prey

Need to know:

* What prey means
* The idea that there are steps/events leading up to the final capture of a prey

**Part 3: Planning the Launch**

“Alright class, can anybody tell me how humans like us get food? Where do we go?”

🡪 the grocery store

“Exactly! So what do you think animals in the wild do? Can they visit the local Stop and Shop to get their food?”

🡪No!

“Of course not! So what do they do? Turn and talk to your neighbor and come up with one way that animals get their food”

*I would then call on several students and hear what they came up with. Hopefully one student would mention that animals have to hunt for their food.*

“Those are some really great ideas you all came up with. Like Jessica said, animals have to hunt for their food. But there are specific ways that animals do this, and, believe it or not, their bodies have actually evolved, meaning changed over millions of years, so that they can hunt for food in the best way possible. The Cheetah, like we’ll read about today, has some really neat adaptions that help it survive. Let’s read about it!”

**Part 4: Planning the Exit**

I would assess student learning in multiple ways for each specific learning goal. For my first learning goal, I would have the students fill in a two-column chart. The first column would be where students write down an adaption that the article mentions that a cheetah has, and the second column would be where the students describe how this adaption helps the cheetah survive. The students would have to use in-text documentation, allowing them to practice the process of going back into the text and finding evidence (which will help them practice the process of making inferences) For example:

|  |  |
| --- | --- |
| **Adaption** | **How does this help?** |
| Cheetah’s have spotted fur (pg. 13) | This allows the cheetah to blend into the grass SO THAT it can not be easily seen by its prey, “camouflage” (pg. 13) |

For my second learning goal, I would open up a classroom discussion. I would use a Padlet to create a visual for the students. On this, volunteers would be able to come up to my computer (or use their iPads if my school is fortunate enough to have a few) and type up what the downfalls of the cheetah are. After this, I would put up the blank two-column chart that was used for learning goal #1, and have volunteers offer up what they came up with. As students are sharing their ideas, I would create a “class chart” that sums up what the students came up with all together. Then, I would use a “bottoms up, feet together” strategy where the students kneel on their chairs and discuss with their group what they think… “do the adaptions of the cheetah outweigh its weaknesses?” I would then open up the discussion and allow each group a chance to say their opinion and use facts (from the ELMO) and their own ideas to back it up.

Lastly, for the third learning goal, I would incorporate something artistic and creative. Students would have to list the steps that a cheetah goes through in order to catch its prey through drawing and labeling. They would have a horizontal long sheet of paper that looks like a timeline. On the far left side students would draw out what happens first with the cheetah with a small description below (for example, standing on a termite hill to look for prey) and continue with pictures and labels until they get to the end (far right) where the cheetah eats its prey (after resting). This activity would allow students to spread out /stretch out along the room and try to put together the underlying story that I mentioned in the text analysis (the idea of a double layer).

**Part 5: Planning Ways to Support Student Interactions with Text Ideas**

|  |  |
| --- | --- |
| Page/phrase | Questions/Follows Ups You Expect |
| Pg. 10-11, The front cover | Q: Before we read this article, using your previous knowledge what do you know about Cheetahs?  A: They run fast!  F: Yes, they do run really fast, and we’ll read about that in the article. How do you think this helps the cheetah in the wild?  A: The cheetah can run after other animals to eat them. |
| Pg. 13 “Thin black markings…cheetah can see better” | Q: What is an adaption?  A: Something that helps an animal survive  F: Right, how does the adaption of black markings under the cheetah’s eyes help it survive?  A: They help with the suns glare so it can see better.  F: What is the cheetah trying to see?  A: It’s prey.  Follow up comment: Exactly, so the cheetah has certain characteristics that help it hunt for food, like the black markings under its eyes, which help it survive. |
| Pg. 14, 2nd paragraph “Gazelles can run…across the grasslands” | Q: Who can run faster, a cheetah or a gazelle?  A: A cheetah.  F: Yes, but what makes this situation tricky? Is a cheetah guaranteed to catch a gazelle every time? Why?  A: No, because the cheetah only has a short time to catch the gazelle before it slows down.  Follow up comment/quick activity: Great answer. Let’s predict: do you think this cheetah is going to catch the gazelle? Write down what you think on your sticky note. |
| Pg. 14, Under “All the Right Moves” heading, “Many animals…cheetah must copy these moves” | Q: What do the animals that cheetahs hunt do to try to escape?  A: They leap and twist around.  F: Do you think every animal has the same adaptions? Can every animal copy moves like a cheetah? What animal do you think wouldn't be able to twist and bend like a cheetah? Why?  A: No, not every animal has the same moves. Maybe an elephant would have trouble because they’re so big.  Possible further thinking: Right, an elephant wouldn't be able to move like a cheetah to catch a gazelle. So, do you think that the gazelle’s ability to twist and turn is an adaption? |

|  |  |
| --- | --- |
| Pg. 16, last paragraph “The cheetah is exhausted…this meal from the cheetah” | Q: Why does the cheetah have to eat quickly?  A: Because other animals might be waiting to take the meal.  F: Why should the cheetah worry about these animals?  A: Because they are stronger and can overpower the cheetah.  Follow up comment: So other animals may have different adaptions to survive, for example the lions and leopards are strong so they can steal food from other people. |